PROJECT 2019
DEVELOPMENT
WORKSHOP

#PDWorkshop19
Brussels, 27-28 November
TRANSFORMING EDUCATION
for a technology-driven world

Transforming education!
For a technology-driven world

10 potential project leaders are looking for a partnership with you

10 organisations are looking for partners in their European consortium on skills to apply for the upcoming Erasmus+ KA2 Strategic partnership and KA3 Policy reforms calls.

If you are interested in an international cooperation and feel like being a potential partner in an innovative project on skills, **you can apply for the following project ideas until October the 7th 2019. On October the 14th 2019** you will know whether you were selected to participate in the project development workshop.

Overview of the 10 project ideas:

- Code for kids: Raising the usefulness of maths and computational thinking – *Katholiek Onderwijs Vlaanderen*
- Development of a blended course for cooperative teacher learning with regard to interdisciplinary STEM education – *KULeuven*
- Edventure – *Gothenburg region Association of local authorities*
- Enabling of Enablers (EoE) – *SIM-Flam3D*
- Fostering Artificial Intelligence at School - *Universidad de Rey Juan Carlos*
- Higher Educations Institutions (HEI) Teaching in Digital Times – *Åbo Akademi University*
- Innovative online learning for Business Students – *Centria University of Applied Sciences*
- Matching skills supply and skills demand to get disengaged young people active in training and the labour market through artificial intelligence – *Universitat Autònoma de Barcelona*
- METINA-Mechanical technology integration assignments – *Universidad Rey Juan Carlos*
- Coding for a Digital European Landscape (CoDEL) – *DOREA Educational Institute*

Apply as a partner by October the 7th 2019 (midnight)

How do you proceed if you want to apply as a potential partner ?

Step 1: Discover the **details** of each project proposal by clicking on the **project title** in this overview.
Step 2: Select 1 project proposals per person for which you want to apply.
Step 3: To **apply**, click on the **link in the textbox that's under the description of the project**
Step 4: A small textbox with a **weblink** opens automatically, click on that link to open the registration form and fill it out.
Step 5: Do not forget to **submit** your application by clicking on the submit-button below the form.

Important notes:

- Please be well prepared in order to answer questions about your expertise, human and financial commitment to the project, time you need to obtain the formal "go" of your organization, etc.
- The workshop and lunch are for free but NO compensation is provided for travel costs.
- Your participation in the project development workshop cannot guarantee a successful outcome for your project*. However, it is an excellent opportunity for organizations to meet potential European partners, which might result in a fruitful and sustainable Erasmus+ or Horizon 2020 project.
- Due to capacity of the venue, participants will be restricted to maximum 100.

Please join us on **27 and 28 November** for the project development workshop. More information will be available soon.

This event is a co-organisation of EARLALL, the Liaison Agency Flanders-Europe (VLEVA), Central Denmark EU Office, NorthDenmark EU-Office, South Denmark European Office, Île-de-France Europe and West-Finland European Office.

It will take place at VLEVA, Avenue de Cortenbergh 71, 1000 Brussels.

Questions? Contact:
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*Please note that this workshop is a partnering event. The organisation cannot guarantee that your project idea will be selected for EU-funding.

“Code for kids: Raising the usefulness of maths and computational thinking
“Katholiek Onderwijs Vlaanderen

Organisation	Catholic Education Flanders
Project title	Code for kids: Raising the usefulness of maths and computational thinking
Short summary of the project idea (750 words)	In this project we relate ‘Code For Kids’ to the technology driven society. The main focus of this project is to improve teacher competences related to math and computational thinking in primary education (grade 1-6). New technologies and hence also maths are gaining Importance in our everyday life. In this project we build on maths’ central role both within society and within the field of education. Maths education today is innovated by adding new aspects such as computational thinking to the curriculum. Children are introduced to programming, algorithms, abstract thinking, pattern recognition, decomposition and evaluation. These innovations aim to increase students’ joy in studying maths and to diminish math anxiety. Nevertheless, critical educationalists point out the need for more innovation and broader actions in maths education. In general maths educators point to two risks related to education in a technology driven world. First of all maths is still limited to math classes. Although computational thinking can be applied to a big range of other fields, these opportunities are not explored. This is often caused by the lack of appropriate teacher training that involve an interdisciplinary team of teachers. Next, educationalists point out how the problem of maths anxiety is growing instead of diminishing. Lots of children don’t like maths or science classes and teachers are not able to connect these topics to students’ everyday life to convince them. Although the first steps have been taken to introduce computational thinking in the curriculum, these innovations did not (yet) reach all teachers. Hence, this project hopes to achieve three goals: 1. **To improve teacher competences** related to this topic. Questions we aim to answer: • How can we train teachers to better integrate computational thinking in their classroom practice? • How can we apply computational thinking in an interdisciplinary way (involve maths, IT, Sciences, and cross-curricular projects) 2. **To lower maths anxiety** using more computational thinking in the curriculum 3. **To empower computational thinking** as a tool to implement maths in the technology driven society.
Type of partners wanted? (type of organisation and expertise)	We look for partners that are able to help us to improve teachers’ competencies related to ‘Code For Kids’. - primary schools - network organisations

	- teacher training centres - policy makers
What key action are you aiming for?	KA2
In which education field do you expect your project to have the biggest impact?	Primary education
Your region and country	Flanders, Belgium
Past experience as a Project Leader in EU funded projects?	Several KA1 and KA2 projects.
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Are you interested in being a partner in this project? Please fill in this form.
Note: every participant can subscribe to a maximum of 1 project proposal.

“Development of a blended course for cooperative teacher learning with regard to interdisciplinary STEM education”
KULeuven

Organisation	KU Leuven
Project title	Development of a blended course for cooperative teacher learning with regard to interdisciplinary STEM education
Short summary of the project idea (750 words)	STEM (Science, Technology, Engineering, and Mathematics) teachers have a key role in inspiring students for STEM via classroom activities that revolve around real-world problems and practices and at the same time establish deep insights into the contents of each STEM discipline. Up until now, teacher education has trained teachers for instruction in one or two STEM disciplines, and, like secondary STEM education, it has rarely focused on interdisciplinary links between STEM disciplines and their relevance to daily life. In order for secondary STEM education to be more interdisciplinary, STEM teachers must be schooled in an interdisciplinary way in parallel to their discipline-specific pedagogical schooling. Interdisciplinary schooling in STEM subjects in secondary as well as in teacher education should be grounded in five evidence-based key principles: (1) integration of STEM learning contents, (2) problem-centered learning, (3) inquiry- and design-based learning, (4) cooperative learning, and (5) evidence-based learning itself (Thibaut et al., 2018; De Meester, 2019). The objective of this project is to prepare a massive, widespread group of students in academic teacher education for providing high-quality interdisciplinary STEM education to pupils in their future classrooms with sufficient self-efficacy. To obtain this objective, two challenges must be tackled: (1) the lack of a course that prepares student teachers for providing interdisciplinary STEM education that meets the key principles, and (2) the instruction of a large, multi-campus group of students. The ways in which these challenges will be tackled are described below. (1) Several features of teacher education positively affect teachers' (pedagogical) content knowledge, beliefs and self-efficacy, which in turn foster instructional practices that are congruent with the aforementioned key principles. These influential features are collaborative curriculum design, a focus on disciplinary and pedagogical knowledge, an active experience of the key principles, and follow-up support (De Meester, 2019). A course that prepares student teachers for providing high-quality interdisciplinary STEM education should therefore be shaped by means of collaborative development of interdisciplinary STEM learning materials in multidisciplinary STEM teams. (2) Enrollment of a massive group of students, spread over multiple campuses, necessitates a blended approach, in which face-to-face learning experiences are alternated by online learning experiences (Khine & Lourdusamy, 2003). Participation in online communities

	has proven to be a rich and meaningful form of professional learning for teachers, as it allows them to be in control of their own learning, and provides just-in-time support on practical classroom strategies (Duncan-Howell, 2010). Effective online environments involve teachers in active learning, collective participation and content-focused activities via high-quality technology (Surrette & Johnson, 2015; Kintu & Kagambe, 2017). Large-group instruction is thus possible through a blended learning approach that includes these features. These two flanking ways to obtain the objective of this project can reinforce one another. A prototype platform has already been developed (De Meester, 2019), but could be enriched much by the aforementioned aspects and should be embedded in a course. The output of the project is an online course for interdisciplinary STEM teacher education that incorporates a digitally-supported, cooperative learning environment in which all aspects of effective teacher education and effective blended learning are embedded. Via an online platform, student teachers from different STEM disciplines and spread across multiple campuses can cooperate in order to develop interdisciplinary learning units. Automatic team configuration, evidence-based information, tutorials, good practices, cloud file storage, formative (self, peer and tutor) evaluation and responsive feedback through forms, discussion forums and video conferencing are integrated in the platform. When designed with consideration of a high user-friendliness and sustainability and equipped with sufficient tools for virtual communication, the course can be used in in-service STEM teacher training at a later stage. With the support of the course and its platform, teacher teams will function as self-regulating professional learning communities that might even cross national borders (Lenz & Machado, 2008). As such, teacher experiences and expertise will be shared on an interdisciplinary as well as an international level. In this project, we hope to realize this ambition in a similar manner.
Type of partners wanted? (type of organisation and expertise)	• University and college departments involved in blended learning approaches • University and college departments and secondary schools pioneering in curriculum design and operationalization of interdisciplinary STEM education • University and college departments and secondary schools involved in research on interdisciplinary learning (in STEM) • Educational software developers, ICT experts and graphical designers who can compile and apply the implementation requirements • Communication experts who can bring the desired messages across
What key action are you aiming for?	• Gathering good and evidence-based practices in interdisciplinary STEM in secondary education

	• Gathering good and evidence-based practices in STEM teacher education
	• Gathering good and evidence-based practices in blended education
	• Gathering inspiring movie clips and tasks that
	  • enhance student teachers' critical thinking with respect to the key principles of interdisciplinary STEM education
	  • facilitate cooperative, multidisciplinary team work
	• Developing educational technology that fulfills the aims of this project (integration of information, tutorials, movie clips, tasks, evaluation forms, cloud storage…)
	• Gathering good and evidence-based practices on remote formative evaluation and feedback
	• Exploring research interests on interdisciplinary STEM teacher education
	• Exploring research interests on teacher education through blended learning in order to meet the need for literature on this matter (Torrisi-Steele & Drew, 2012)

In which education field do you expect your project to have the biggest impact?	pre-service STEM teacher education, in-service STEM teacher training for secondary education
Your region and country	Vlaams-Brabant, Belgium
Past experience as a Project Leader in EU funded projects?	-
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Note: every participant can subscribe to a maximum of 1 project proposal.

“Edventure”
Gothenburg region Association of local authorities

Organisation	Gothenburg region Association of local authorities
Project title	Edventure
Short summary of the project idea (750 words)	What if we had a tool that is easy to use and on every platform that’s made for both students and teachers to use and explore, share and communicate with? A tool that makes you both the creator and user and it’s up to you to set the limit. With Textadventure (textaventyr.se) GR has a prototype of this simple to use tool with endless possibilities. With it’s easy to use interface you can easily create different areas of uses for both users who find technology hard and/or frightening and tech-savvy users. Textadventure has an open approach which makes its use open for any subject or area of use. You can make “choose-your-own-adventures”, tutorials, guides, lesson plans or study material it’s all up to you. Its winning concept is the agency that you hand over to the user. The music teacher can make an adventure where you explore and listen to different genres and composers while the history teacher can make an adventure about the French revolution exploring the historic events by making an adventure or an information hub. The user can make unique choices that resonates with them in the comfort of a set and easy to understand structure. Through its broad areas of use you can create various ways for students to approach subjects by letting them choose how they want to learn by listening, reading or watching. Because it’s web-based it’s easy to use on every device and platform and wherever you are which makes it more accessible and inclusive for both students and teachers. It will create new ways to learn, making school and studying more accessible and creative. The **objective** of the project is to expand and evolve the prototype and the potential of Textadventure and connecting European countries through this easy to use tool to make new connections and create new networks. We want to **obtain** it by making a European database and network where users can exchange experiences, knowledge, information, materials, “adventures” and there for communicate over borders. Schools in different countries can learn about each other and their cultures, history and politics by cooperating and making “adventures” to each other. by implementing GPS-functions the students can be more activated physically in real life moving from location to location to access new adventures and tasks. We want to apply gamification to textaventyr with feedback loops and level systems so that the user will be motivated to continue to the next task/page/choice keeping the students engaged. Concrete **output** of the project will be a more accessible and creative way to learn and sharing information, culture, experiences and education in Europe through an easy-to-use tool. A benefit is

	that all co-operators will have access to this multiversital tool, its database and network. We would like our partners to give **input** in how to expand Textadventure and what areas they see potential and where it can be used and create for instance school networks where exchanges through the tool can be made and expanding the database.
Type of partners wanted? (type of organisation and expertise)	European regions or municipalities or organizations working with digitalization development in Elementary schools. European Universities involved in pedagogic digitalization of school systems.
What key action are you aiming for?	Within this project we aim to expand and evolve the prototype and the potential of Textadventure and connecting European countries through this easy to use tool to make new connections, create new networks and an European database of different textadventures.
In which education field do you expect your project to have the biggest impact?	Elementary schools
Your region and country	Gothenburg region Association of local authorities, Sweden
Past experience as a Project Leader in EU funded projects?	Gothenburg Region Association of local authorities (GR) is a very experienced project owner of EU funded projects. We have been responsible for several ERASMUS+ projects, projects within the European Social Fund (ESF) and INTEREG projects. Furthermore, we have also participated in a large number of projects within these programs and are for example now participating in a Horizon 2020 project. We have a well-developed organization for running EU-funded projects, with extensive experience in developing and managing projects. This includes, for example, project management, project finance, process management and administration.
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Note: every participant can subscribe to a maximum of 1 project proposal.

"Enabling of Enablers (EoE)"
SIM-Flam3D

Organisation	SIM-Flam3D
Project title	**Enabling of Enablers (EoE)**
Short summary of the project idea (750 words)	The objective is (a) to develop a practical, user-friendly online application for Additive Manufacturing (AM) training materials, (b) to devise a business plan for its' continued update and maintenance and (c) to promote this application to potential users in order to further the knowledge and use of Additive Manufacturing with the aim of strengthening the innovation potential and competitiveness of educational institutes as well as companies throughout Europe. The primary target audience are teachers and trainers, struggling to find reliable, unbiased information enabling them to develop new or offer existing courses for their students. The application will however have a broader scope, which is needed to include all relevant actors/stakeholders and allow for its' sustainability. 2 specific categories will be foreseen for course material/teaching material or courses/training: • Freeware: Freely available course material and/or courses • Referral service: referral to existing course material/courses So, users will be able to either download freeware (for example in order to develop their own course material) or find a way to a provider of courses and course material, if needed. It is obvious that the online offer should include textbooks and presentations, just as it should include blended learning options, films, tutorials, practical 3D-print and 3D-design training, etc… The need for this type of application has been established during some round-table meetings with teachers, educational institutes (both public and private), FET-colleges, a public employment service, etc. During these meetings, the set-up and expected outcomes of such an application have been agreed upon. Additive Manufacturing is rightfully referred to as one of the primary "Key Enabling Technologies" as described by the European Commission. Various studies demonstrate the (urgent) need for training on AM as well as the technologies' potential, in terms of both jobs and economic growth. Numerous (initiatives on) training and courses (on AM) are existing, but these initiatives are scattered and lack "common ground" – shared building blocks available to anyone. The aim is to deliver a truly European-wide connector/facilitator service for AM training, and to provide these building blocks to anyone. STEM is a means to an end. Like any good business plan or project, this one too should be providing Return on Investment for all its intended users. In other words: "what's in it for them?", has to be a major consideration. Demand and supply need to find one another.

	All stakeholders on the supply side (educational institutes, training providers, AM-companies, etc…) will be invited to either share their freeware or offer their services/goods; whether these are training, partial or full courses or course material. So, the deliberate aim is *not* to develop courses or to offer training, but instead to use the strength of existing or new providers hereof. We have 3 types of stakeholders on the supply side, and they all have a reason for being on the platform: ● Providers of courses – who should be interested in the websites' reach and marketing potential ● Providers of (paid) course material – ibidem ● Providers of freeware – attracted by the platform function and a commitment to contribute to better (STEM) education. This project has several aspects to be dealt with: ● Structure, search function (includes definition of levels, categories, etc…). ● Database setup and management ● (Outreach to) input providers management ● (Outreach to) potential users management ● Legal aspects on content protection/use ● Online security Flam3D has a strong background in communication, marketing and website development. Flam3D, being the largest European 3D-printing association, has specific access to the 3D-printing world, both in the educational as well as the economic field. It's connections, both local and European (through, for example, Vanguard Initiative partners, the EWI, SBS, CECIMO, etc.) ensure a wide outreach in the 3D-printing world. In order to strengthen the impact, it would be needed, however, to include more training / educational institutes (at all levels), educational experts, representatives of industrial/manufacturing sectors (potentially) using 3D-printing, etc. However (see below), there is a need for more outreach, and specific educational and judicial knowledge for which a cooperation with partners is paramount.
Type of partners wanted? (type of organisation and expertise)	This initiative needs input from all potentially interested stakeholders, and therefore it needs outreach: a variety of partners with a broad network. This includes public or private, commercial or non-profit providers of courses and course materials, as well as governmental services on job creation, (STEM) training, or innovation/economic development, or commercial organisations on the AM business side. Preferably, there would also be input from organisations with a strong background in curriculum development and evaluation, as well as organisations with knowledge on judicial and internet safety aspects.
What key action are you aiming for?	The aim (and output) is a trinity of product, promotion and sound business planning:

	• An application, which could be described as a database/website/cloud platform. Or, in other words: a WikiHow, Wikimedia, Wikipedia on Additive Manufacturing. An online source for (a) course development building bricks (teaching materials) and (b) courses on Additive Manufacturing. A matchmaking app to connect supply and demand on AM education. • A business plan for its' sustainability, based on the use by the commercial providers and beneficiaries (e.g. AM Companies). • A communications planning and roll-out to strengthen reach and impact of the application.
In which education field do you expect your project to have the biggest impact?	STEM, applied sciences, Additive Manufacturing/3D-printing, Engineering
Your region and country	Belgium/Flanders
Past experience as a Project Leader in EU funded projects?	/ (although Flam3D does have experience as project WP leader etc).
Contact information	kris@flam3d.org

Are you interested in being a partner in this project? Please fill in this form.
Note: every participant can subscribe to a maximum of 1 project proposal.

“Fostering Artificial Intelligence at School”
Universidad de Rey Juan Carlos

Organisation	Universidad de Rey Juan Carlos
Project title	Fostering Artificial Intelligence at School
Short summary of the project idea (750 words)	Artificial Intelligence (AI) and Machine Learning (ML) have heavily irrupted in society, bringing new applications and possibilities while introducing some ethical problems. Governments and institutions around the world are working on the challenges posed by AI in all aspects, from economy to education. Therefore, introducing AI-related content at school and exploring how this kind of content can be taught becomes of major importance for the future of Europe. Together with INTEF, the Spanish Ministry of Education and Vocational Training responsible for the integration of ICT and Teacher Training in the non-university educational stages., we have developed some educational resources based on the Scratch block-programming language. The output of the project would be to offer high-quality learning materials and experiences for educators and learners on AI and ML, supported by easy-to-use web-based software tools. We expect from potential partners to have experience in the topic of AI and/or IT education, contacts with schools and teachers to gain experience to adapt and enhance the materials and software created by the project. With this project, we intend to contribute to the introduction of teaching of AI at non-university levels by offering an educational platform and high-quality teaching materials. What will be the concrete output of your project? We aim to develop an educational platform that serves to effectively teach ML and that also contributes to the promotion of computational thinking. This platform would include an application to build ML models, libraries and/or extensions for languages such as Scratch and Python that use such models. The platform will also offer educational resources that facilitate the use of the ML platform and the learning process. We expect to build an operational version of the educational platform for teaching ML, disseminate it and provide training on its use in a set of primary/secondary schools and analyze and evaluate the results obtained on the development of computational thinking through AI activities. How are you going to obtain it? Given the interest around AI and ML in education, some tools, resources and initiatives for teaching at non-university levels begin to appear. We have reviewed and studied many of them.

	We have already developed a first version of the application (LearningML), some educational educational resources and we are developing new materials on AI for the School of Computational Thinking (CT), an initiative developed by the Spanish Ministry with the goal of providing training and tools to teachers of all non-university educational levels on programming, robotics and computational thinking. We currently have a wide network of Spanish schools and teachers participating and interacting in our initiative.
Type of partners wanted? (type of organisation and expertise)	We are looking for partners with experience in the topic of AI and/or IT education that complement our efforts. We are open to any type of institution (schools, associations, universities...). In particular, we look for partners with assets and skills such as: * Contacts with schools and esp. teachers to gain experience to adapt and enhance the materials and software created by the project. * Experience with AI and ML in educational settings. * Experience and expertise in CT development. * Experience in organizing events such as EU Code Week. * Pedagogical background in IT education. * Background in IT ethics.
What key action are you aiming for?	KA2
In which education field do you expect your project to have the biggest impact?	Schools and/or vocational education and training
Your region and country	Madrid, Spain
Past experience as a Project Leader in EU funded projects?	Yes, for instance, FLOSSMETRICS.
Contact information	Gregorio Robles (gregorio.robles@urjc.es)

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“Higher Educations Institutions (HEI) Teaching in Digital Times”
Åbo Akademi University

Organisation	Åbo Akademi University
Project title	HEI Teaching in Digital Times (HEIDigIT)
Short summary of the project idea (750 words)	The project has the purpose of elevating the Higher Education Institutions capacity to teach with digital tools and give distance/e-learning. The outcome of the project would be that that teachers and higher education institutions would be better prepared to take on future challenges in teaching. The purpose is to both enhance the pedagogical skill and the digital skills of the HEI teachers. The projects three main focus areas: **Peer Review**: Teachers will peer review each other’s teaching in-between the partners. By reviewing a teacher at another university, not only the reviewed teacher will get hands-on feedback on his/her teaching also the reviewer will get concrete ideas on how to improve their own teaching. The thinking is that a teacher/teaching team from one university visits a teacher/teaching team at another university in the same or similar field of teaching. The reviewing teacher/s review the teaching based on a Peer review tool kit developed by the project. Each teacher/teaching team will receive a peer review report on their teaching. The outcome of this part of the project will be, more inspired teachers that have built their capacity and an overall increased quality or the teaching. **Seed funding:** The consortium teachers/teaching teams can apply for seed funding from the project to develop their teaching. It can be for example funding for the time used to develop or implement new digital tools in the teaching or the seed funding can be used to buy f.e a language robot or similar technical equipment that they like to test. The intention is that once the university have tested the new technique/methods with the seed money the can upscale the ideas with their own funding. Therefore, the result will be not only the individual seed projects but also an enhanced digitalization of the HEIs. **Virtual digital course:** An on-line course will be developed in the languages of the consortium partners that can be used to develop the teachers’ competences in-line with the DigiCompEdu- competences. The course will be open courseware and can be used during and after the project by universities EU wide. The course could be app. 5 ECTS and be directed mainly towards university teachers. The course will be developed in cooperation in-between the partners and the coordinating partner will be responsible for giving the credits to the participating teachers during the project time. The result would be increased numbers of higher education teachers

	with the digital competences and capacity to tackle future teaching challenges and the course that can be used to increase digital competences EU wide in HEIs.
Type of partners wanted? (type of organisation and expertise)	Medium Sized Higher Education institutions that are starting or already working to enhance their digital pedagogy.
What key action are you aiming for?	Key Action 2: Cooperation for innovation and the exchange of good practices - Capacity Building in the field of higher education
In which education field do you expect your project to have the biggest impact?	Hopefully the partners and involved teachers would represent different fields of education. The aim is to get teams of teachers from educations like natural science and languages, social science and humanities and more professions related like business administration and psychology.
Your region and country	West of Finland, Finland
Past experience as a Project Leader in EU funded projects?	I have been managing Interreg II projects and been team leader for a Community framework project. I have written applications for LIFE+ (successful) and Civitas (not successful).
Contact information	Anna Granberg, anna.granberg@abo.fi, +358504712416 Teaching developer, Åbo Akademi University, Tavastgatan13, 20500 Åbo, Finland

Are you interested in being a partner in this project? Please fill in this form.
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“Innovative online learning for Business Students”
Centria University of Applied Sciences

Organisation	Centria- University of Applied Sciences
Project title	Innovative online learning for Business Students
Short summary of the project idea (750 words)	The objective of the project is finding good practices for innovative learning online for business students in multimodal and distance learning programs. This includes a pedagogical approach to technology use with emphasis on user friendliness for both teachers and students. Learning online offers a flexible and customized way of obtaining knowledge. It is a possible solution for example for those combining work and studying and it is also an ecological solution where travelling distances are long. In our experience the online setting lacks the possibility of bringing the business life connection into the learning environment and it offers less opportunities for interaction between business life and students compared to classroom settings where company visits and guest lectures are more easily included. Finding solutions for this is central in order for business education to develop and answer to the needs and demands of business life. Modern technology is already today being used in classrooms, but how could these elements be used in online learning in a more innovative way? Which new technologies are the most functional ones when taking business studies online to the next level? Our aim is to test new technology (for example virtual technology or augmented reality) that enables better education methods for teachers and inspire authentic learning and interactivity during online courses for students. We aim to find innovative ways to include for example interactive guest lecturers in courses online and for doing excursions and company visits online in real time or discovering other new or unexpected ways of combining business and education. Connecting theory and practice is in our experience vital for the students learning process and we wish to give multimodal students the opportunity for these learning moments through authentic experiences of business life. The purpose is to inspire teachers and students in the use of new technologies in order to make online learning even more attractive, adaptable, flexible and international. To make the connection between business life and business students in online settings smoother and more global. This will be obtained through two steps. The first being finding a match between use of new technology and innovative pedagogical ideas through inventory of best practices in Europe. We aim to find new technology and wish to find unexpected combinations between technology that is new or that has not previously been used in pedagogical settings for business students. Innovative modern technology and also more

	common technologies used in a creative way in new situations would give new angles to business education online. The second step will be testing, developing, combining and evaluating new innovative methods and technologies in online education environments. The main emphasis being on finding methods that enable an interactive communication between students and business life, by trying out technological solutions and interesting combinations in online classes together with students and business life. The evaluation of the functionality by teachers, students and business life representatives results in 3-5 methods ready to use in online business courses. Methods that will bridge the gap between business life and multimodal business students across borders and contribute to transforming education in in European business education.
Type of partners wanted? (type of organisation and expertise)	Suitable partners would be those who aim to develop their own online learning for business students in higher education: Universities, Universities of applied sciences (Business education online, multimodal learning, distance learning, e-learning, technology). We need partners with knowledge in technologies adaptable to teaching. Partners with experience in using technology in education as well as partners with experience of new technology in other contexts that could be adaptable for education: Universities, Universities of applied sciences, other organizations (Teaching technology, new technology) We need partners with theoretical and practical knowledge in pedagogy of e-learning: Pedagogical faculties in Universities (Pedagogy of e-learning, innovative teaching methods, combining technology and teaching).
What key action are you aiming for?	1. Finding a match between use of new technology and innovative pedagogical ideas through inventory of best practices in Europe. 2. Testing, developing, combining and evaluating new innovative methods and technologies in online education environments. 3. As result, the project delivers 3-5 tested and evaluated innovative methods for multimodal and distance learning programs in business studies.
In which education field do you expect your project to have the biggest impact?	Higher education, Business Studies.
Your region and country	Ostrobothnia, Finland
Past experience as a Project Leader in EU funded projects?	Centria University of Applied Sciences is an experienced project partner, running approximately 100-120 EU-funded projects on a yearly basis.

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Note: every participant can subscribe to a maximum of 1 project proposal.

“Matching skills supply and skills demand to get disengaged young people active in training and the labour market through artificial intelligence”
Universitat Autònoma de Barcelona

Organisation	Universitat Autònoma de Barcelona & Glasgow University
Project title	Matching skills supply and skills demand to get disengaged young people active in training and the labour market through artificial intelligence
Short summary of the project idea (750 words)	The main objective of the project is to promote employability and life-long learning of disengaged young people through matching labour and skills needs of employers and support specific training programs. We propose bringing together Tertiary Education Institutions - TEIs (universities and further education colleges), employers, young people, civil society organizations and policy makers to implement an innovative technology that will support NEETs to re-engage with employment and training. Specifically, the idea is to develop and deploy, through a multi-stakeholder’s engagement strategy, a new technology using artificial intelligence to identify labour/skills needs of employers, labour/skills supply from NEETS and capacity for training in TEIs to facilitate labour market matching. The outcome of the project is the creation of a disruptive technological innovation with the capacity to identify skills demands and to inform where to direct public and private investment in lifelong learning training programs. The proposal will engage partners in European NUTS2 regions with large TE sectors. This scope is informed by the project "Policies Supporting Young Adults in their Life Course" (ref 70594) financed by Horizon2020 in which the proposers were involved as partners. The current situation in regions with high TEI concentration results in a missed opportunity to develop the human resources of young people that are less competitive in the labour market. Whilst overall, a large TEI sector can be considered a beneficial amenity for society and economy, in extremis this brings distributional challenges as local young people face increased job competition from relatively highly skilled, socially advantaged and flexible student workforce. Moreover, students disproportionately enter sectors rich in entrylevel jobs such as care, retail, hotels and catering, potentially displacing local youths from accessing early opportunities for gaining experience of the labour market. This is the reason why it is relevant to better inform long-life-learning training investments through a systematic identification of the skills demand and supply in the local economies. Employers benefit directly from local young people becoming competitive in the labour market, especially as their human resources develop over time through experience and they are retained in the local economy (locally born low-skill workforce much less mobile than graduates). NEETs have an incentive to

	engage with employment opportunities both for reasons of livelihood and self-esteem. TEIs in regions where the sector is concentrated need to demonstrate that they benefit local communities directly and are not just serving mobile, metropolitan graduate elites. Already there are examples of highly studentified regions/cities, where TEIs are facing a backlash from the local population, analogous to that witnessed in cities saturated with tourism. Through clever use of artificial intelligence technology, specific and localised skills demand and supply could be identified and World leading local educational resources mobilised to remedy a time and place specific skills mismatch. Specifically, we propose using machine learning to mine from publicly available sources (e.g. online job ads) the skills content of available jobs in the economy, as well as available training resources and match this with records of the skills of disengaged young people, through an online tool. The database can then be used to match individuals to jobs or training, identify individual skills gaps as well as aggregate regional skill gaps and lack of relevant training opportunities. It is crucial to apply this technology on a region by region basis as although the technology is powerful in principle, it needs to be calibrated with the input of local experts (training dataset). This is why the project will actively engage several stakeholders for the innovative technology to be adopted at local level. Regular meetings to get feedback from all the different perspectives will be performed in order to improve the effectiveness of the technology. We have already discussed this proposal with potential collaborators from the University of Groningen and the University of Vienna, who want to develop this project proposal with us. We are seeking additional partners, particularly from other sectors (e.g. further education, employers, youth charities) and regions of Europe (e.g. Eastern Europe, Scandinavia). Moreover, we seek to complement the consortium with stakeholders coming from different disciplines and out-side academia. Our project contributes to two of the five objectives of the ET2020 EU Youth Strategy in several ways: reducing youth unemployment; and promoting adult learning to meet skills required in the labour market. Overall the final goal is to foster EU social cohesion among individuals and between territories which is on the basis of the European Social Charter..
Type of partners wanted? (type of organisation and expertise)	Policy Maker; Civic Organization; University; Technology Hub
What key action are you aiming for?	In priority we aim for Key Action 3, but it seems that the project could fit for Key Action 2 as well.
In which education field do you expect your	Higher Education

project to have the biggest impact?	
Your region and country	Spain, Catalunya
Past experience as a Project Leader in EU funded projects?	WP leader of the project "Policies Supporting Young Adults in their Life Course" (ref 70594) financed by Horizon2020.
Contact information	Dr. Rosario Ivano Scandurra Postdoctoral Fellow (Juan de la Cierva) GEPS: http://www.geps-uab.cat/ & GIPE: http://gipe-igep.org/ Universitat Autònoma de Barcelona Department of Sociology Edifici B3, E1/101, Carrer de la Vall Moronta 08193, Bellaterra (Cerdanyola del Vallès) e-mail: rosario.scandurra@uab.cat http://orcid.org/0000-0003-1756-2694 Kristinn Hermannsson Senior Lecturer in Educational Economics, Programme Leader, MSc Education, Public Policy and Equity Deputy Research and Teaching Group Leader: Educational Leadership and Policy Robert Owen Centre for Educational Change University of Glasgow, St Andrew's Building, 11, Eldon Street Glasgow G3 6NH

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Note: every participant can subscribe to a maximum of 1 project proposal.

"METINA-Mechanical technology integration assignments"
Universidad Rey Juan Carlos

Organisation	Universidad Rey Juan Carlos
Project title	METINA-Mechanical technology integration assignments
Short summary of the project idea (750 words)	The European Mechanical sector is a very important sector of sustainable growth with a significant contribution to Europe's economic competitiveness, innovation, employment and growth, nevertheless the sector continues to face well-advertised skill shortages – and these are particularly acute across developing and potentially new technologies such as mechanical characterization and new manufacturing techniques. This project would contribute to filling the skills gaps in the mechanical engineering sector. The EU agencies are reporting shortages of STEM skills in the mechanical sector having a negative impact. This proposal of collaboration in a project between some European universities proposes the creation of a flexible learning pathway in line with the needs of learners and companies that could result in a Master qualification. It would provide a joint study modular program between Higher Education institutes combining high-level expertise in advanced mechanical characterization at different conditions of both commercial and new materials; and new manufacturing techniques. Technical knowledge combined with the project-based experience at leading companies will accelerate students' engineering and leadership skills. In addition, this project would provide students with opportunities to gain additional skills by studying abroad. Many times qualifications are studied based on theory but offering limited practical and real life experiences relying on the students to apply the knowledge gained during the award studied when they enter industry. In this project, the award developed will expose students to industry real equipment and in-service case studies that will produce industry ready graduates with the necessary practical and theoretical experience that the mechanical industrial sector requires. This Strategic Partnership between five or six European universities proposes the creation of a flexible learning pathway in line with the needs of learners and companies. It will provide a joint study modular program between HE institutes combining high level expertise in advanced mechanics focused on the disruptive technologies. . Technical knowledge combined with the project-based experience at leading companies will accelerate students' engineering and leadership skills. The partnership will promote enterprise, innovation and will offer academic expertise and added value through the extensive range of additive layer technologies offered across the Partnership. It will provide students with opportunities to gain additional skills by studying and training abroad. In many instances qualifications are studied and passed but offer limited practical and real life experiences concentrating on theory and relying on the students to apply the knowledge gained during the award studied when they enter industry.

Type of partners wanted? (type of organisation and expertise)	Higher education institutions, research centers with expertise in educational technologies.
What key action are you aiming for?	Erasmus+ Key Action 2 - Strategic Partnerships for Higher Education (HE)
In which education field do you expect your project to have the biggest impact?	Higher Education Mechanical engineering
Your region and country	Madrid, Spain
Past experience as a Project Leader in EU funded projects?	No.
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Note: every participant can subscribe to a maximum of 1 project proposal.

“Coding for a Digital European Landscape (CoDEL)”
DOREA Educational Institute

Organisation	DOREA Educational Institute
Project title	Coding for a Digital European Landscape (CoDEL)
Short summary of the project idea (750 words)	The evolution of society and the rapid development and introduction of IT in our lives has led to innovations that make our lives easier but also helped to create a powerful with great employability industry. This has led also to the creation of a great number of new jobs. It is estimated that there will be 500,000 unfilled vacancies for ICT professionals by 2020. It is leading to the need for digital skills for nearly all jobs where ICT complements existing tasks. Careers such as engineering, accountancy, nursing, medicine, art, architecture, and many more - require increasing levels of digital skills. • **What is the objective of your project?** According to World economic Forum 2018 data, nowadays 52% of European workers are in need of reskilling. Investing in the digital skills and life-long learning is not an option it is a must in order to ensure growing economy, higher employment rates and in general better life quality. Thus, the main objective is to re-train adults with special focus on unemployed and disadvantaged members of society and provide them with new IT – coding skills that would increase their chances to enter/re-enter labour market. • **How are you going to obtain it?** *First phase* Firstly, we are going to examine the specific needs of adults in each partner country – what kind of skills they already have, the need for re-training and the labour market needs (focusing on digital skills, specifically coding). Each partner then will also prepare primary possible stakeholders list which will be constantly updated throughout the project. *Second phase* After all the “preparation” is done project partners will together decide (based on the research of adults needs) what online courses should be developed and how they should be presented. Then project partners will start building a platform and developing online courses. *Third phase* Once primary online courses are developed and uploaded to platform, project partners will start a testing phase. The platform will be tested with the target group (adults) and the results will be used to update the platform/courses to fit the needs of the adults. *Fourth phase*

	Creation of the teacher's/trainer's manual and training for teacher's/trainers. Any gathered feedback will be used to update the manual and platform/courses. The third and fourth phase will overlap. *Fifth phase* During this phase, project outputs will be disseminated to stakeholders in the form of online means, face to face meetings, multiplier events. • **What will be the concrete output of your project?** Specific outputs: • **Online platform with e- courses** - interactive material that any adult can access and learn the basics of popular programming languages such as R, C++ etc. Online platform will have the features of self-assesment, progres monitoring, further career guidance, certification/e-portfolio (gained skills showcase for employers). • **Manual for teachers/trainers** will be created showing how to use platform and e-courses to teach groups of adults about the fundamentals of coding and directing them on a path of further skills development • **What input do you expect from potential partners?** The tasks/outputs will be divided between project partners: 1. All project partners will conduct a research of specific adults and markets needs in their own countries 2. All project partners will be responsible for the development of online courses and creation of teacher's trainers manual 3. One project partner will be responible for the development & mantainance of the online platfrom 4. All project partners will be responsible of testing of the online platfrom/course and manuals and later – updating the outputs to fit the needs of adults and trainers/teachers. In general, we are looking for organisations that either have great experience in working with adults (training/ re-training them) or organisations which have experience in digital skills as well as online course material and platform development.
Type of partners wanted? (type of organisation and expertise)	• Adult Education centres • Vocational education & training providers • NGO'S • Universities

	• Public employement agencies In general, we are looking for organisations that either have great experience in working with adults (training/ re-training them) or organisations which have experience in digital skills as well as online course material and platform development.
What key action are you aiming for?	Erasmus+ KA204 (Innovation)
In which education field do you expect your project to have the biggest impact?	The main target group of this project is adults with special focus on unemployed and disadvantaged members of society, thus the project mainly focuses on adult education. However, the outputs created can also be used to teach coding to youth as well.
Your region and country	Limassol, Cyprus (Mediterranean region)
Past experience as a Project Leader in EU funded projects?	DOREA is experienced as a project coordinator of various Erasmus+ KA1 projects as well as project partner in various Erasmus+ KA2, KA3, ACPALA projects
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